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| Lesson Title: | | See the USA | | | | | | | | | |
| **Teacher:** | Michelle Vasquez | | **Hour:** | |  | | | | | | |
| **Week:** |  | | **Date:** | | 2nd Trimester | | | | | | |
| **Unit:** | The United States | | **Target Grade Level: 6** | | | | | | | | |
| **Course:** | Social Studies | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | To read and interpret maps and identify cultures as well as physical and historical landmarks of U.S. states. Political, physical, and historical features of the U.S. Individual characteristics and unique attributes of different states. Basic economics of how to budget and manage a checking account |
| **Criteria for Success:** | To read and interpret maps; research state specific information using a variety of resources; name Native American cultures; identify landmarks and know what states they are located; identify physical features of the United States; make a post on my blog; calculate distance, plot a point of interest, and add an image to Google Maps; create a works cited page; balance a checkbook and write checks; work as a team; calculate daily expenditures; find state historical information. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| 1.1b interpret documents from multiple sources  1.2a Explain how people, cultures, and ideas interact  2.1b interpret regions of the Western Hemisphere  3 personal financial responsibility | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | ISTE   1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency   6. Technology Operations and Concepts |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Provide specific information about US States, cities, or landmarks |  | Final project in the form of an essay or travel brochure that describes a landmark or state in detail. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Different grouping and reduction of total projects throughout project. The research, budget, mapping, and planning will remain the same. |  | According to *Differentiating Instruction with Technology in Middle School Classrooms,* the use of technology can improve student performance when it is directly related to the curriculum. [[1]](#footnote-1)  Research also shows that student retention and understanding increase as students become more involved and engaged in the learning process, regardless of their learning type. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Edublogs, Google Maps, state websites, state links, Destiny, WebPath Express, online encyclopedia |  | See the USA teacher resources  State books  Encyclopedia |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Students have rubrics, checklists, and blog to check |  | Daily briefing and checkpoints to assess daily goals |

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|  | **Vocabulary** |
|  | | Cite, site, blog, Google Maps, Google docs, URL |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | You have just been hired to write for a travel magazine! You and your team have been given a budget of $9000 to use to pay for a car, gas, hotel, and food as you travel across the United States. | 10 min. |
| **Introduction** | Each class will be divided into travel teams. Each team will be given a blog, email, a credit card, a checkbook to make, a folder with student guided that include rubrics and checklists. Students will work as a cooperative team to research about state historical and physical information. They will be asked to make real life decisions and solve problems. Each team member will have a job that will rotate throughout the journey. Mapping skills will take another level by using Google Maps to plot, plan and write about their journey. | 10 min. |
| **Direct Teaching** | Introduction to edublogs. Go to edublogs, design your team blogs, learn how to use blog and add all the See the USA teams to the blogroll. Gmail accounts and Google Docs. Mrs. Vasquez edublog, posts and links. The proper use of technology for project and research. The use of Google Maps for plotting the travel route and adding images or videos to points of interest. | 5 to 6 days |
| **Guided Practice** | Students design blogs, access team email, and begin their journey with Google Maps by plotting their first point of interest. | 2 days |
| **Feedback** |  | Throughout unit |
| **Independent Practice** | Travel teams continue to research, travel, complete projects until the projects ends. | 20 class days |
| **Closure** | Once individual final projects are turned in, travel teams will present Google Maps and discuss points of interest with class. | 1 day |

1. Smith, Grace E., and Stephanie Throne. *Differentiating Instruction with Technology in Middle School Classrooms*. Eugene, Or.: International Society for Technology in Education, 2009. Print. [↑](#footnote-ref-1)